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ABSTRACT

This document details migrant education program plans for the state of Arizona and local projects for the period from July 1993 to September 1994. An initial section describes a statewide needs assessment and seven resulting objectives concerning overage for grade students, academic achievement, graduation rates, student identification and recruitment, supplemental support services, the Migrant Student Record Transfer System, and parent involvement. With each objective are related activities and evaluation methods. The remainder of this section explains plans for statewide student evaluation and program improvement, identification and recruitment of eligible students, location of planned projects, services to private school children, coordination with other programs and other states, parental participation, fiscal and administrative requirements, and the use of funds. The program plan for local projects outlines compliance provisions, proper use of funds, size, scope and quality of programs, parental involvement, coordination of services and instruction, and complaint resolution. Maps show the location of agricultural activities, migrant cluster groups, and planned project sites. The final section contains data tables showing projected enrollment and the budget summary, a budget narrative, and signed assurances and certification. (KS)

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ED359013

ARIZONA DEPARTMENT OF EDUCATION MIGRANT CHILD EDUCATION

STATE PLAN

1993-1994

C. Diane Bishop
State Superintendent of Public Instruction

Jane Hunt
State Director

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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RC 019215

CHAPTER 1 SCHOOL IMPROVEMENT ACT

MIGRANT EDUCATION PROGRAM

APPLICATION FOR STATE GRANT

PROGRAM YEAR 1993 - 1994

Jane Hunt

State Director

Migrant Child Education

ARIZONA DEPARTMENT OF EDUCATION

C. Diane Bishop, Superintendent

Nancy Mendoza, Deputy Superintendent

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FACE PAGE

Application for Federal Financial Assistance
Under Chapter 1
Migrant Education Program

PART I

1. Request for Federal Assistance

The State of Arizona hereby requests its entitlement of funds as authorized by Section 1201 of Chapter 1 of the School Improvement Act of 1988.

2. State Applicant (list the State Agency to whom the funds will be awarded)

   Applicant: Arizona Department of Education (ADE)

   Street Address/P.O. Box: 1535 West Jefferson

   City/State, and Zip Code: Phoenix, AZ 85007

   Federal Employer Identification Number: 1-866004791-A3

   Contact Person (name and title): Jane Hunt, Director

   Telephone Number: (602) 542-5138

3. Certification

To the best of my knowledge and belief, data in this application are true and correct. The document has been duly authorized by the governing body of the applicant and the applicant will comply with the requirements of the Chapter 1, Migrant Education Program (MEP), and the attached assurances contained in Part IV of this application.

A Diane Bishop — 4/2/93

Signature of Chief State School Officer or Legally Authorized Representative — Date

Superintendent of Public Instruction

Title

PART II - PROGRAM NARRATIVE

Section A - Program Plan - State Level

1. Type of Application

   This plan is for a period of one year dating from July 1, 1993, to September 30, 1994.

2. Statewide Needs Assessment

   a. The State Education Agency's (SEA) annual needs assessment procedure:

      In order to determine the numbers and the degree of educational deprivation of eligible migratory children statewide, the SEA collected data from reports compiled by the Migrant Student Record Transfer System (MSRTS). The SEA also collected data from the local operating school districts. The SEA asked the Local Education Agencies (LEAs) to provide an assessment of local conditions which may affect migrant student populations in their area, such as, changes in housing, agricultural and school district conditions.

      Data from the Student And Program Needs Assessment (SAPNA) was used to estimate the statewide rate of overage for grade of migrant students and to determine migrant students' performance on statewide norm-referenced achievement tests administered to all students.

      End-of-the-year LEA project evaluation reports were used to collect data on secondary migrant students' graduation rates and on health and nutritional services for migrant students.

      A parent questionnaire was distributed statewide to determine the unmet needs of preschool, dropouts and the adults themselves as well as their perception of the adequacy of services to school-aged students.

      The Committee of Practitioners reviewed the plan during a teleconference. The Committee is made up of migrant and nonmigrant program people, from each of ten projects which are both geographically and demographically representative of the state. The Committee participants included superintendents, principals, parents, instructional and support personnel.

b. Results of the annual statewide needs assessment:

Figure 1, on page 10, is based on data from the SAPNA report provided to the SEA. The information covers MSRTS data from July 1, 1991, to June 30, 1992.

Analysis of the data showed that 3,564 (42%) of the migrant students in grades K-6, 1,058 (43%) of the migrant students in grades 7-8, and 2,134 (55%) of the migrant students in grades 9-12 enrolled in the state during this period were below grade level, given their age at the beginning of the regular school year. These figures show a pattern of increase in the percentage of students that are overage as they progress through grades K-12. The overall rate for the state is 6,756 (41%). This is almost one out of two migrant students who were enrolled during this period and is especially alarming considering that the national studies estimate that being retained one grade increases the risk of dropping out before graduation to about 45 percent for the first year overage and to 90 percent for students two years overage for grade.

Migrant student test scores on norm-referenced achievement tests administered in the fall of 1992 were also taken from the MSRTS report. Figure 2, on page 11, shows the number of migrant students scoring below average, i.e., below the 50th Normal Curve Equivalent (NCE) in the areas of reading, language and mathematics, for grades 1-12.

Analysis of the data revealed that in reading 5,225 (84%) of the migrant students tested scored below the 50th NCE. In language, 4,604 (80%) and in mathematics, 4,976 (81%) of them scored below the 50th NCE.

Data taken from the LEAs' end-of-the-year evaluation reports and demographic data from participation reports provided by the MSRTS for 1988 through 1992 showed the following information regarding the number of high school migrant students enrolled/graduated:

	1988	1989	1990	1991	1992
Enrolled in Grade 12	428	502	614	642	755
Graduated	336	324	396	485	498

Utilization of available demographic data limits the years reported to 1988-92 with 1988 serving as the baseline. Analysis of this data showed that between 1988 and 1989 there was an increase of 17% in student enrollments with a decrease of 3.6% in the number of graduates. Between 1989 and 1990 there was an increase of 22% in enrollments and an increase of 22% in the number of graduates. Between 1990 and 1991 there was an increase of 5% in enrollments and an increase of 22% in the number of graduates.
Between 1991 and 1992 there was an increase of 18% in enrollments and an increase of 3% in the number of graduates.

Longitudinally, the analysis of data for the years 1989 through 1992 indicates an increase of 76% in the student enrollments and an increase of 48% in the number of graduates.

Data collected from the MSRTS reports identifies residency-only youths who are not enrolled and seldomly are receiving migrant-funded services. Youths in the age group of 14-21 years are considered dropouts. The numbers identified for each year are:

1990	1991	1992
1,855	2,235	2,229

In addition to these dropouts, high at-risk students are identified by the LEAs. In some cases, these students withdraw early and have no subsequent enrollment in an instructional program.

Data collected from LEAs' end-of-the-year evaluation reports showed that migrant students had 15,302 incidences of health examinations/screenings. They were at least partially provided using migrant funds with 8,488 made possible by coordinating LEA migrant projects with other resources.

The LEAs' evaluation data also indicated that 13,237* migrant students received nutritional services which include breakfast, snacks, reduced-price lunches and lunches at no cost to the students by coordinating migrant projects with the National School Breakfast and Lunch Programs at the LEAs. (*This is an underestimated figure due to the current interpretation of the regulations as published by the Department of Agriculture.)

The MSRTS reports for 1992 show that there were 3,129 three- and four-year-old migrant children identified in Arizona. Statistics gathered from parents in the fall of 1992-93 school year showed that 703 migrant preschoolers were not being served in an educational program. While efforts are made to be sure that eligible migrant students are included in available preschool programs, the number of those not being served clearly shows a need for consideration of how the needs of these children may best be met. The SEA has increased its emphasis in both assessment and program services so that by 1995 all three- and four-year-old mobiles will have a preschool instructional service available.

In general these services will be designed to be developmentally appropriate for children who may be language delayed, lack vocabulary, or may have a home language other than English. The need exists for parental education in order to allow the child to develop these necessary language skills. Under findings published by the ADE Task Force on Early Childhood Education, there is a need for low pupil/adult ratios, strong parental involvement and programs with developmentally appropriate curriculum.

Starting with 1991-92 and subsequent projects, the needs of all three- and four-year-old mobile migrants must be assessed and appropriate services must be available before status 3 school age children can be served. These preschool services may be provided through 1) coordination with existing programs, 2) materials developed for home use, 3) parent education programs and 4) the development of a limited number of site based programs.

The program's 1993 testing of migrant preschoolers using a single instrument substantiates the concept that increased time spent in preschool activity results in greater cognitive, fine motor and language ability. Therefore, beginning in 1993-94 all services to mobile four year olds must have a minimum of nine instructional contacts per year.

Arizona identified 22,426 migrant students during 1992 of which 13,111 (58%) were mobile. The state's performance report for 1991-92 shows that migrant funded services were provided during the regular term to the following:

	Currently	Formerly
English to limited English background	1,804*(57%)	788
Reading	2,687 (52%)	2,478
Other language arts	2,331 (53%)	2,055
Mathematics	1,733 (51%)	1,677
Vocational/career	1,803 (72%)	704
Tutorial secondary	1,172 (56%)	914
Preschool	241 (66%)	123
Gifted	3 (60%)	2
General Educational Development (GED)/High School Equivalency Program (HEP)	1 (17%)	5
Disabled	35 (56%)	28
Portable Assisted Study Sequence (PASS)	186 (40%)	213
Tutorial elementary	456 (49%)	477
Health education/safety	1 (11%)	8
Computer literacy	38 (32%)	80
Multi-Cultural Education	30 (53%)	27
Special Activities	104 (59%)	96
Guidance/Counseling	279 (66%)	141
Social Work, Outreach or Advocacy	4,098 (58%)	2,955
Health	5,400 (79%)	1,414
Dental	679 (54%)	588
Nutrition	72 (54%)	62
Pupil transportation	1,119 (57%)	830
At-risk	1,904 (58%)	1,369
Needs assessment	124 (40%)	188
Total services	26,300 (60%)	17,775

* Percentages rounded

While the needs of mobile students who have not yet arrived in our project areas can only be estimated through past experience, it is anticipated that their needs will not change appreciably. However, increasing numbers in the Yuma area and some additional identification in the agricultural areas of far eastern Maricopa County, Cochise County and the northeastern parts of the state will create a need for greater consideration of additional services to mobiles in these areas.

Generally, the needs of mobile migrant students fall into two broad categories. One group is those students whose families move in a regular cycle which means late

arrivals into the school program and early departures. These students' needs center around flexibility for both timing and content in the delivery of instructional services. The second broad group of mobile students is those whose families move from place to place within a more confined geographic area and their movements have less predictability. These are often dysfunctional families with more intense support service needs. Both groups are found in the state's mobile population and each project must determine how the unique needs of their group of mobiles will be met.

To help increase service to mobile students the use of broader based programs encompassing more than a single district are being developed. The cost effectiveness of this model allows for additional instructional and support services with little or no added administrative or clerical cost.

All projects have been written with a priority of service to the needs of mobile migrant students. The allocations to LEAs are also reflective of this priority.

c. Funding for Arizona Migrant Child Education Programs

Beginning with the allocations for Fiscal Year 1991 (FY91), the state allocation is distributed to subgrantees via a target funding formula as described below. It is important to note that the amounts allocated to the districts in this process are for their regular school year program. When discrepancies from the target amount are large, adjustments are being made over more than one year to allow districts to plan for major changes which these funding adjustments may create.

The formula consists of three parts:

BASE The total number of students enrolled during the previous year as shown on the Full Time Equivalent (FTE) Student Distribution listing for each district. This is then multiplied by a factor of $25, $50, or $100 which is dependent upon district size and proximity to support services.

PUPILS The FTE calculations for the previous year were multiplied by a weighted factor of 1.0 for mobiles enrolled in school, 0.5 for settled outs enrolled in school, 1.0 for mobile preschool and 0.25 for residency status 3 preschool and youths over 14 years of age.

NEEDS The following counts from the SAPNA report for the current school year were each multiplied by a weighted factor of 0.15: overage for grade, attendance and below the 50Th NCE in reading, language and mathematics. Multiplied by a factor of 0.30 were the number of students enrolled on October 1 or later in the previous year and those who lacked English language proficiency as indicated by the LEP count as placed in the MSRTS test data section.

Twelve percent of the state's new allocation plus expected carry-over is set aside for overall activity which includes the SEA, MSRTS and statewide service projects.

Eighty percent of the new allocation is used to calculate the formula amounts for each district as follows:

(New allocation X 0.80) - BASE = (PUPILS + NEEDS)

$$\frac{\text{(PUPILS + NEEDS)}}{\text{Total weights}} = \$ \text{ per weight}$$

Districts' target funds = BASE + (PUPILS + NEEDS) ($ per weight)

The remaining funds are allocated for: needs outside of the funding formula, distribution for summer schools, National Migrant Conference attendance and new or special projects.

d. The SEA will ensure that:

1) LEAs are aware of the statewide needs assessment by the

- SEA disseminating results of the statewide parent assessment to every LEA at regional Project Writing Workshops held throughout the state.
- SEA disseminating SAPNA and participation information to be used in project development.
- SEA disseminating copies of the state plan to every LEA in the state.

2) On a statewide basis, currently migratory children have priority over formerly migratory children in the provision of program services by the

- SEA providing standardized application forms and instructions, which specify priority of services to currently over formerly migratory children and having LEAs apply for program funds based on their assurance to adhere to this requirement.
- SEA emphasizing through training and technical assistance the needs assessment data and other information referencing regulations on priority of services and the standard application system. (This training will take place at regional Project Writing Workshops and at the annual Leadership Workshop.)
- SEA monitoring LEAs on-site for compliance with this and other program requirements.
- All costs-meals, rooms and consultants fees will be part of the SEA budget.

3) The same methods described above will be used to ensure that eligible migratory children with the greatest need for special assistance will be served.

FIGURE 1
STATEWIDE ESTIMATED RATE OF OVERAGE
FOR GRADE OF MIGRANT STUDENTS

Grade	Total Number of Migrant Children Enrolled	Number of Migrant Students Placed Below Their Age Level	Percent of Migrant Students Placed Below Their Age Level*
Pre K	424	0	0
K	1,355	221	16%
1	1,391	396	28%
2	1,417	533	38%
3	1,452	598	41%
4	1,446	652	45%
5	1,340	592	44%
6	1,264	572	45%
7	1,214	518	43%
8	1,138	540	47%
9	1,256	697	55%
10	1,040	582	56%
11	829	427	52%
12	755	428	57%
TOTAL	16,321	6,756	41%

* Percentages Rounded

FIGURE 2
NUMBER OF MIGRANT STUDENTS SCORING AT OR BELOW 50TH PERCENTILE
ON NORM-REFERENCED ACHIEVEMENT TESTS

	READING		LANGUAGE		MATHEMATICS	
GRADE	Number Tested	At or Below 50th Percentile	Number Tested	At or Below 50th Percentile	Number Tested	At or Below 50th Percentile
1	61	55	35	28	59	51
2	320	287	199	171	304	239
3	615	540	527	435	597	469
4	754	669	727	585	754	635
5	597	495	566	446	595	464
6	584	497	537	431	576	433
7	570	460	559	412	564	437
8	577	469	565	439	574	550
9	586	501	559	459	587	476
10	564	455	545	438	569	445
11	541	443	522	413	541	419
12	431	354	432	347	432	358
Total	6,200	5,225	5,773	4,604	6,152	4,976
*		84%		80%		81%

* Percentages Rounded

3. Objectives, Activities to Achieve Objectives and Evaluation

OBJECTIVE 1: To decrease the percentage of enrolled migrant students, grades PreK-12, who are overage for grade by at least five percent by FY96.

ACTIVITIES

1. Assess the need for statewide preschool programs for migrant students, determine the availability of preschool services from other sources and plan for delivery of preschool program services for migrant children.

2. Develop and implement appropriate educational programs for migrant preschool children based on assessed needs and service priorities.

3. Coordinate local migrant projects with the Arizona Migrant Head Start and other similar programs.

4. Ensure that mobile four year old migrant preschoolers have the opportunity for a minimum of at least nine program contacts per year.

5. Provide funding to operate summer migrant projects in each district that will have sufficient concentrations to warrant services with available funds.

6. Coordinate migrant summer projects with other LEA programs and/or among several LEAs.

7. Provide training to migrant parents through the local Migrant Parent Advisory Councils (MPAC) in order to provide for preschoolers' home activities.

8. Encourage operating LEAs to make individual needs assessments of migrant students for proper placement in appropriate instructional programs.

EVALUATION

The effectiveness of the activities will be determined through the gathering of student participation data via the MSRTS records. The calculated age for grade of all students will be available on the SAPNA reports and these will be compared to the previous year's data. The average age of enrolling preschoolers into the next year's kindergarten will be used as a key indicator of the success of preschool activities in helping reduce the number of children who are overage for grade on initial enrollment into the school's program.

The availability of summer school services, parental involvement and coordination with other agencies and programs will be evaluated for effectiveness through the data submitted by the local projects. These data items will be aggregated and compared using the SEA's data gathering processes to assure that the activities have been accomplished.

OBJECTIVE 2: To increase by at least two percent over a three year period the percentage of migrant students, grades 3-12, achieving above the median of the testing instruments in basic and more advanced skills in reading, language and mathematics.

ACTIVITIES

1. Fund LEAs to develop and implement supplemental tutorial programs for migrant students, grades Pre K - 12, in response to assessed needs and in compliance with service priorities emphasizing those grades not served by Chapter 1 in the LEA.

2. Fund LEAs to develop and implement supplemental alternative programs for migrant students as needed, such as peer and cross-age tutoring, work study and computer assisted instruction.

3. Provide staff development opportunities and technical assistance to operating LEAs through individual on-site visits or regional workshops.

4. Disseminate information on topics such as cultural diversity, the at-risk child and the migrant lifestyle.

5. Coordinate LEA programs in basic and advanced skills instruction with other instructional programs such as Chapter 1 Regular, ESL/Bilingual, etc.

6. Identify handicapped migrant students and coordinate services with LEAs' Special Education programs or provide assistance to handicapped migrant children who have unmet needs which cannot be provided by any other source.

7. Make materials available to LEAs on an on-loan basis through the State-Wide Services Project.

8. Fund LEAs to purchase materials based on migrant students' library needs.

EVALUATION

The students participating in supplemental tutorial and alternative programs will be tested as much as it is feasible during the state's mandated testing program using the standardized tests, the Iowa Test of Basic Skills (ITBS) or the Test of Achievement and Proficiency (TAP) standardized tests and/or the Arizona Student Assessment Plan (ASAP) performance instrument. This test data will be recorded on the MSRTS and that system will be used to compare the percentage of migrant students achieving above the median of the testing instruments in basic and more advanced skills in reading, language and mathematics.

Individual project objectives will be measured and reported on local testing procedures where the standardized testing system is not applicable for those students being served. This nonstandardized assessment data will also be used to evaluate the effectiveness of activities under this objective when LEAs report to the SEA in their end-of-the-year evaluations.

OBJECTIVE 3: To increase the statewide high school graduation rate of migrant students by at least five percent in FY94.

ACTIVITIES

1. Fund LEAs to develop and implement dropout prevention and retrieval activities for migrant students including coordinated services with Job Training Partnership Act of 1982 (JTPA), HEP, College Assistance Migrant Program (CAMP), etc.

2. Encourage LEAs to develop programs, methods, etc., to help migrant students make the transition from eighth to ninth grade and establish a process for exchange of MSRTS records between feeder elementary schools and receiving high schools—with follow-up on students failing to enroll.

3. Support the participation of migrant students in special activities such as Close-Up and Space Camp.

4. Support the use of high school migrant student counselors/advisors, career fairs, retreats and mentoring programs to help migrant students stay in school.

5. Establish program and referral services for assessed instructional, vocational and support needs of dropout and at-risk migrant students.

6. Maintain the PASS and Mini-PASS programs and make available appropriate courses for credit deficient students.

7. Establish an alternative instructional model which will serve potentially talented non or limited English speaking students across the state.

EVALUATION

The number of graduates will be reported to the SEA in the projects' year-end evaluations. These figures will be compared to the previous year's data. The actual increase in the number of graduates will form the key measure of effectiveness for this objective.

Additional data will be gathered as to the number of eighth grade graduates and this will be compared to the number of actual MSRTS enrollments into the ninth grade. This comparison will serve as an indicator of the effectiveness of the efforts to help students make the transition into high school. Some efforts will be made through local project objectives to assess the effectiveness of specific activities by gathering their local project data on the actual credit accrual of small numbers of students. The local end-of-the-year reports will serve as an indicator of the effectiveness in accruing credit toward graduation and help to augment the beginning and ending benchmarks indicated by the SEA and MSRTS gathered items.

OBJECTIVE 4: To increase the number of identified migrant students in the state by five percent by the end of FY94.

ACTIVITIES

1. Fund LEAs to identify and recruit migrant children in their project area.
2. Coordinate Identification and Recruitment (ID&R) activities among projects and with other agencies.
3. Establish a minimum of one ID&R project in an under recruited area.
4. Develop activities to promote public awareness for the program.
5. Establish ID&R and needs assessment services for youths who do not come in contact with area school ID&R staff.
6. Link dropout youth with appropriate program services.

EVALUATION

The provision of alternative program services to dropout youths will be reported to the SEA in the projects' end-of-the-year reports and through the MSRTS supplemental program codes on the participation reports.

A portion of time in each project will be designated for ID&R activities. Records of the personnel FTE designations, agendas and notes from cluster meetings and the MSRTS generated FTE reports will serve to document the increased efforts to identify eligible children throughout the state. The 1993 FTE calculations will be used to measure the accomplishment of the objective.

OBJECTIVE 5: To maintain supplemental support services to migrant students at the current level during the project year.

ACTIVITIES

1. Fund LEAs to provide supplemental support services (emergency medical/ dental, nutritional and social services) for migrant students, according to needs-based criteria and priorities of service.

2. Provide accident insurance coverage for migrant students through an SEA contract in accordance with priority of services requirements.

3. Coordinate local migrant projects with migrant health centers, other health providers and coordinate local projects with the LEAs' National School Breakfast and Lunch Programs.

4. Coordinate SEA efforts with state agencies to provide services and/or disseminate information to LEAs in health and other support areas.

EVALUATION

The MSRTS Participation Report as substantiated by local personnel reports for completeness and accuracy will be used to determine the program funded participation in the supplemental support aspects of the state program. In addition, the SEA will gather data from the on-site monitoring and end-of-the-year evaluation reports on the services provided by other coordinating agencies and programs to determine that the level of service has been maintained.

Pertinent indicators of achieving this objective will also be found in maintaining attendance percentages and the reports on direct health services through the state's accident insurance program.

OBJECTIVE 6: To maintain current levels of usage by Arizona's MCEP in the MSRTS and to involve eighty percent of migrant paid staff in at least one staff development activity during the project year.

ACTIVITIES

1. Fund the State-Wide Services Project through the LEA to:
   a) Provide training and technical assistance to LEA project personnel on the MSRTS.
   b) Provide staff development opportunities for LEAs.
   c) Disseminate information and materials.
   d) Assist in on-site monitoring of LEA projects.
2. Maintain and supervise the statewide operation of MSRTS.
3. Monitor LEAs for program quality and compliance.
4. Maintain computer data and word processing capabilities to facilitate SEA operations and management functions.
5. Provide training and technical assistance to LEA project personnel on ID&R, project writing and evaluation.
6. Conduct training and workshop sessions for LEA personnel to include activities such as the MSRTS and support services, staff in-service, coordinator's leadership and project writing workshops. All costs including meals scheduled into the agenda of these state-wide and/or regional meetings will be covered by the SEA in accordance with federal regulations and policies.

EVALUATION

The SEA will continue to gather data on the number of in-service, training and technical assistance activities which are carried out in the state.

The MSRTS reports verifying the quantity of data will be linked with quality control measures to ensure both the amount and accuracy of the state's recorded data. In addition, monitoring visits will be used to review and assist in program implementation.

OBJECTIVE 7: To increase the involvement of parents in the educational process by ten percent in FY94.

ACTIVITIES

1. Maintain State Migrant Parent Advisory Council (SMPAC). All meeting costs will be covered by the SEA including meals scheduled into the agenda in accordance with federal regulations and policies.

2. Provide training to migrant parents through the local MPAC or other cooperating programs in order to better coordinate home activities with learning at school.

3. Conduct a statewide assessment of families needs.

4. Encourage LEAs to involve migrant parents in local school activities (i.e., Parent Teacher Association, parent conferences, field trips, etc.)

5. Coordinate with Adult Basic Education (ABE) and other community sources to provide literary and other educational opportunities for parents.

6. Encourage activities which will involve parents and children in a learning environment.

EVALUATION

The effectiveness of the activity will be evaluated by gathering the results of each LEA's project objectives. In addition to the data used to evaluate whether an LEA has achieved desired outcomes for parent involvement, a standard list of parent activities will be included in the SEA's end-of-the-year reports with indicators of the number of parents participating in each area.

The number of participants in both SMPAC and MPAC activities will also be collected and compared as an indicator of effectiveness.

4. Statewide Evaluation and Program Improvement

   a. Sustained Performance of Students:

      The SEA will use MSRTS data reports to compare achievement test scores over a two-year period of formerly migratory students who have participated in a full-year program for at least two years in order to determine whether educational performance is sustained for at least one school year.

   b. Report to the Secretary:

      The SEA uses two processes for collecting and aggregating evaluation data from LEAs for its biennial report to the Secretary of Education.

      1) Data is collected from end-of-the-year evaluation reports. Each project supported with migrant education funds is required to submit a Performance and Evaluation Report to the SEA upon completion of the project. The LEA reports include sections on the number and types of instructional services rendered, number of students graduating, test scores, staff employed, local MPAC activities, co-ordination with other programs, number and types of health services rendered, number and types of nutritional services rendered and staff training activities. Information from these LEA reports is used by the SEA to prepare its Annual Review and Evaluation Report.

      2) Data is collected from the MSRTS. Each operating school district submits student information to the MSRTS data base in Little Rock, Arkansas. A report based on this information is prepared for each state by the MSRTS. The report includes the number of migrant participants during the regular and summer terms by gender, year of birth, migrant status, racial/ethnic group and the number of participants by instructional and support service areas.

         Each migrant student participant's test scores are also reported to the MSRTS by the SEA. These test scores are based on the results of the ITBS and the TAP taken in the fall by grades 2-11 students. The fall testing and the state's ASAP will be carried out. To ensure the availability of adequate achievement test information, the migrant program will coordinate with the regular Chapter 1 program testing procedures.

   c. All Arizona project applications are being written with measurable objectives. At the end of the project year, these objectives will be sent to the LEAs as part of the end-of-the-year reporting and evaluation process. The evaluation of their objectives will be submitted to the ADE. Those projects not meeting an objective will then enter into an agreement with the MCEP Unit for a review and revision process in which consultant services will be available to help them analyze needs and plan for program changes which must be included in the next year's proposal. The project for that following year will not be approved unless the agreed upon changes are made.

5. Identification and Recruitment

Arizona's plan for the ID&R of all eligible currently and formerly migratory children in the state includes the following strategies:

a. The first step in finding migrants is to determine the locations in Arizona where agricultural activity requires the use of temporary or seasonal workers. To accomplish this, the SEA may either use information provided by the Arizona Cooperative Extension Service or other reliable sources.

To identify eligible children within a project area, the following procedures are used;

1) Home-school liaison/recruiters make contact with new arrivals to determine their eligibility. School and community resources are employed to broaden the liaison/recruiter's scope of contact. The materials provided by the Pennsylvania ID&R project and the Migrant Education Policy Manual have been disseminated and serve as guidance for this process.

2) The families of students enrolled from the previous year are contacted annually to determine if subsequent moves have been made.

3) The MSRTS lists students whose last qualifying move involved a site in Arizona but who have not yet been identified in Arizona. These lists are distributed to all LEAs by the SEA. In addition, a list that shows Arizona as home base for some students who have not yet been identified in Arizona, is also distributed to the LEAs for locating migrant students in their area.

These MSRTS lists are analyzed to determine the parts of the state where moves have been made which involve Arizona but no identification of students has taken place. (See map 5d(2)b, p. 40.)

Efforts are then made on a periodic basis to do one of the following;

- send a home-school liaison/recruiter from an adjoining project or cooperating agency into the area to identify and recruit families.

- develop an identification project to determine the number of eligible students and the need for services.

- correspond with districts to determine if there is scope and sufficiency for either of these.

An application for a grant has been submitted to extend ID&R activities in the Navajo/Hopi Indian Reservations in northeastern Arizona. See map 5d(2)b on page 40.

b. Each operating school district hires at least one person to identify and recruit eligible migratory children living within and outside their school boundaries. Some of these liaison/recruiters have flexible work schedules that allow them time to canvass all possible areas where migratory families live. Liaison/recruiters are thoroughly trained by personnel from the SEA. Training and reference materials for liaison/recruiters include the Sytematic Methodology for Accountability in Recruiter Training (SMART), the Migrant Education Policy Manual Chapters 1 and 5, (Identification and Recruitment and Eligibility respectively) and materials developed by Pennsylvania through a Section 143 project. Training is provided to liaison/recruiters individually or in small groups at different LEAs around the state throughout the year.

To maximize the ID&R of migratory children, the SEA has grouped participating LEAs into eleven geographical clusters (see clusters, p. 22). Each group has from two to seven liaison/recruiters working in their particular geographical area. Each group meets periodically to map strategies for locating all migrant children, ages three through twenty-one, who have not yet been identified including preschool, dropout and nonproject youths. Each group develops a cooperative plan for enhancing the ID&R of all eligible children in their area.

Liaison/recruiters are urged to intensify their ID&R efforts when currently migratory children move into the area due to crop harvests in their particular region. The cluster groups are also used to help assess changing conditions that will affect the migrant student population in their areas. They are asked to report to the SEA changes in housing, agricultural and school district plans that may affect the operation of the migrant program, i.e., addition of new schools, restructuring of other supplemental programs, etc., in their school districts.

CLUSTERS (see map 5d (2)a, p. 41)

1. NW Arizona

Parker Unified
Ehrenberg
Aguila
Bicentennial Union

2. SE Arizona

Elfrida
Valley Union
Willcox Unified
Pearce
Ash Creek
Douglas Unified

3. NW Maricopa

Peoria Unified
Dysart Unified
Glendale Elem.

4. Central Maricopa

Phoenix Union
Phoenix Elem.
Wilson
Murphy
Roosevelt
Isaac

5. Southern Yuma

Gadsden
Somerton
Yuma Union
Yuma Elem.
Crane

6. West Pinal

Stanfield
Maricopa Unified
Casa Grande Elem.
Casa Grande Union
M.C. O'Brien

7. SW Maricopa

Pendergast
Littleton
Tolleson Elem.
Tolleson Union
Litchfield
Avondale
Fowler
Agua Fria Union

8. Eastern Maricopa

Mesa Unified
Chandler Unified
Coolidge Unified
Florence Unified
Queen Creek Unified

9. Eastern Yuma

Mohawk Valley
Wellton
Antelope Union
Hyder

10. East Pinal/North Pima

Eloy
Santa Cruz Union
Picacho
Marana Unified
Red Rock

11. Far West Maricopa

Paloma
Gila Bend Unified
Buckeye Elem.
Ruth Fisher
Arlington
Liberty
Palo Verde
Buckeye Union

All districts not designated above are elementary districts.

c. The review of Certificates of Eligibility (COEs) takes place during the on-site monitoring visits. A random sample of COEs are reviewed for completeness and accuracy and include two processes: the comparison of the COE with the MSRTS records for accuracy and completeness and the review of the COE for consistency with the agricultural activity of the area and the supporting evidence for the family.

To further ensure a quality control system, projects are required to have each COE reviewed for correctness by a person other than the interviewer. This person, whose signature also appears on the COE, must be familiar with the eligibility requirements of the program, the families and the agricultural activity in the area. The SEA will annually select a random sample of the COEs for reverification. In this process an SEA program specialist will revisit the families listed on the selected COEs to ensure that the information recorded there is consistent with this independent review.

The in-service provided to project ID&R personnel will include:

- instructions on the completion of the COEs.
- eligibility definitions and appropriate ways to determine a child's eligibility according to definition.
- the types and cases that need additional narrative or documentation.
- the decision process which is to be used to determine eligibility.
- the types of industries which may be candidates for LEA or state industry studies.

The state has developed materials to accompany the COE which provides the basis for this training in connection with the materials from the SMART manual and the ID&R materials from the Pennsylvania 143 project and the Migrant Education Program Policy Manual.

Annual training will take place at a statewide meeting in August for all liaison/recruiters, records clerks and project coordinators. Follow-up meetings will be held as needed at regional sites. Individual assistance and training for those not in attendance at the August workshop will be available from both the SEA and the State-Wide Services Project. The SEA has a program specialist who has the responsibility of ID&R for the state and it will be a part of that specialist's responsibility to resolve problems of eligibility under the direction of the State Director. The specialist will also place in written form the answers to questions which are not already in the current ID&R materials and disseminate them to project personnel.

d. Maps showing:

1) The map, labeled 5d(1) on page 38, shows the location of agricultural activities in Arizona that require the use of migratory labor. There are no fishing activities in Arizona that require the use of migratory labor.

Harvest seasons in each map region are as follows:

Region A	March 1--December 3
Region B	April 1--June 25
Region C	May 1--September 15
Region D	April 1--May 31
Region E	January 1--August 31
Region F	September 1--April 30
Region G	August 1--January 30
Region H	February 1--June 30

2) The maps, labeled 5d(2)a on page 39, shows where ID&R will be conducted in northeastern Arizona. The numbers one through eleven represent the cluster groups as described on page 22.

f. There are two areas in the state where qualifying agricultural activities are conducted but where ID&R activities will not be undertaken. These two areas are in Graham and Pima Counties. Qualifying agricultural crops are grown and farmworkers are used to harvest them, however, because of the lack of housing, the workers do not reside there. They either drive their own cars or are transported to harvest the crops. Their dependents remain where their current residences are located and the children attend school there. For example, children of migrant and seasonal farmworkers live and attend schools in Cochise County, but the farmworkers themselves harvest crops in Graham County. ID&R activities are conducted by LEA personnel from schools in Cochise County where the children are or will be attending school. Only those families which move into the area under qualifying conditions are identified.

6. Children residing in the state to be served by the MCEP

a. The three tables given in Section III—Tables and Budget Narratives—give the following information:

1) Table A(1), on page 44, gives the estimated number of children, by grade levels, expected to reside and to be served with MEP funds.

2) Tables A(3), on page 45, and A(4), on page 46, give the estimated number of children, by age groups, expected to reside in the state and to be served with MEP funds during the regular and the summer school terms.

b. All areas in the state having a significant number of currently migratory children will be served by the MCEP. Formerly migratory children may be served only after the needs of currently migratory children have been met.

7. Location of Planned Projects

   a. Criteria for determining location of projects

      1) Migrant projects are established by the SEA in areas that have the greatest number of currently migrant children. These areas are selected by using a statewide identification survey to determine where currently migratory farmworkers and their families are concentrated. This process of locating areas in the state where migratory farmworkers are needed was explained in item number five.

      2) After the identification survey is completed, the SEA makes a statewide needs assessment to determine the educational and supportive needs of all migrant children in the state. The SEA then determines where migrant education projects will be implemented.

      3) In FY94, the SEA expects to implement projects through at least forty-six LEAs and six multiple district projects to provide supplemental instructional services to migrant children. These instructional services will be concentrated in grades Pre K through twelve. Formerly migratory children may receive project services only after the needs of the currently migrant students have been met.

   b. Number of Projects Expected to be Approved

      1) The SEA expects to approve at least twenty-four local migrant projects which will provide direct supplemental services to migratory children during the regular school term only.

      2) The SEA expects to approve at least twenty-eight local migrants project which will provide direct supplemental services to migratory children during both the regular and summer school terms.

   c. A map, labeled 7c on page 41 and an attachment to it on page 42, shows the approximate locations of projects planned for 1993-94.

8. Services to Private School Children

   LEAs that participate in the MCEP are responsible for identifying all migrant children residing in their LEA, including those attending private schools. LEAs are required to document whether or not they have eligible migrant children that reside in their school district enrolled in nonpublic schools. If a nonpublic school has enough migrant children to provide a program of the size, scope and quality to give reasonable promise of success, then the public school must inform them of the migrant children's opportunity to participate in the public schools' migrant program services.

9. Coordination With Other Programs

a. Programs Administered by the U.S. Department of Education (USDE)

1) Arizona does not have either the HEP or CAMP programs. However, the SEA disseminates information regarding the two programs to participating high schools so that they can make the information available to migrant students interested in applying for admission into these programs in other states. The SEA will cooperate in any efforts which would bring a HEP or CAMP program into the state.

2) The Education for the Handicapped Program. The SEA has been very successful in coordinating local migrant projects with Special Education programs in the LEAs. Over 1,000 migrant students annually receive special needs services through the LEAs' Special Education programs and in 1993 the ADE units have teamed together to train local teams of speech therapists and bilingual assistants to enhance speech services to migrant children.

3) Other Chapter 1 programs. Every local migrant project is coordinated with the LEAs' regular Chapter 1 programs. During 1992, more than 6,400 migrant students received assistance in reading, language and mathematics through the LEAs' regular Chapter 1 programs.

b. Programs Administered by the Departments of Agriculture, Labor, Health and Human Services and the Environmental Protection Agency

1) The SEA has and will continue to coordinate local migrant education projects at various sites with Arizona Migrant Head Start programs.

2) Through the Arizona Association of Community Health Centers, Inc., the SEA is working jointly with other agencies that provide primary care services to migrant farmworkers and their families. As a result of this association, the SEA has been able to provide valuable health services that migrant families are not able to receive in some isolated farming areas. The SEA also disseminates information to all local migrant projects regarding services available to migrant families through Community Health Services. LEAs located near the four Health Centers in Arizona are required to use these services.

3) In coordination with the Arizona Department of Economic Security and the Portable Practical Education Preparation, which receives Community Services Block Grant Program and Section 402 JTPA funding, the SEA has been able to provide programs of training and employment to migrant students and their families. A coordination of efforts will take place whenever possible at both the SEA and LEA levels. A project established in FY92, coordinates JTPA, Drug and Alcohol Prevention and migrant funds, to provide a Registered Nurse to a group of small, rural migrant project schools and will be continued and replicated based on the outcome of the project.

4) The SEA has and will continue to coordinate local migrant projects with the National School Lunch and Breakfast programs at the LEA level. Over 14,000*

migrant students annually receive breakfast, lunch and snacks, at no cost to them or at reduced prices, through these two programs which are administered by the U.S. Department of Agriculture. (*Underestimated figure due to the current interpretation of the regulations published by the U.S. Department of Agriculture.)

5) A number of LEAs have been very successful in coordinating their migrant projects with the ABE Program. Migrant parents and migrant youths have been receiving assistance in learning English, ESL, citizenship and for some, completing GED requirements. The SEA will continue to coordinate the services of the ABE Program through the LEAs with support from the SEA. Services provided by the regular Chapter 1, Bilingual and Vocational Education programs will continue to be coordinated with migrant projects at the local level.

6) As a member of the Arizona Interagency Farmworker Coalition, the SEA is working jointly with other state and federally funded entities who serve migrant families to study and address issues which concern their clients. The SEA staff serves on subcommittees on Coordination, Housing and Public Relations and is providing information to those groups working on health and other issues.

10. Coordination With Other States

a. To ensure that the services it provides migratory children are coordinated with the services they receive in other states, the SEA requires that operating LEAs make full use of the MSRTS. This requirement is part of the standard application assurances that LEAs must agree to before project approval is granted. To ensure that accurate and current educational and health information is available for migrant students in a timely manner, the SEA requires that a well-trained MSRTS staff be maintained at each operating LEA. For optimum student benefit, the SEA provides ongoing training and technical assistance to the LEAs on the use of educational and health records. To ensure that LEAs are transmitting complete, accurate and timely information on migrant students to other states and school districts, the SEA periodically monitors each operating LEA site. SEA developed MSRTS reports are also used to assure compliance with this requirement.

b. To ensure that the LEA's adaptation of services to assist currently migratory children meet the requirements of educational agencies in other states and school districts, the SEA:

- requires operating LEAs in Arizona to submit credit accrual information on all secondary students.

- provides training to personnel from the operating LEAs on how to interpret, adapt, implement and integrate data received from other states and school districts.

- facilitates visitations by personnel between locations in other states which send significant numbers of mobile students to Arizona sites.

- intends to cooperate to the extent possible with all efforts to develop a national diploma for migrant high school students and through binational programs, to facilitate the education of students migrating to and from Mexico.

c. To ensure interstate communication and cooperation, the SEA will participate in the Interstate Migrant Education Council through the Council of Chief States School Officers, participate in advisory and working committees of the National Association of the State Directors of Migrant Education and attend interstate conferences.

11. Parental Participation

a. The SMPAC is composed of parents elected from one-fourth of the project districts. These districts will be selected based on size, composition and geographic location to give representative consistency to the SMPAC. Membership on the SMPAC will consist of the State Director (or designee), the MCEP program specialist responsible for parent involvement, the parents elected from each year's project districts and the LEA parent coordinators. SMPAC member districts will be rotated on a four year cycle.

b. The SMPAC meets at least four times a year to consult with the SEA in the planning, operation and evaluation of the Arizona MCEP both for the state program and local projects.

1) One meeting of the SMPAC is devoted to planning the MCEP and local projects. During this meeting, plans for the MCEP and LEA projects are presented and discussed with the SMPAC. The SMPAC then makes recommendations for modifications of the MCEP. The SEA also uses a parent survey form to solicit input from all migrant parents for the development of the MCEP.

2) Members of the SMPAC hear about and/or visit local migrant project sites to see the operation of a local project. Another SMPAC meeting during the year is devoted to reviewing, analyzing and discussing the evaluation results of the MCEP as compiled in the "Annual Review and Evaluation Report." Migrant students' achievement test results are presented to the SMPAC. These test results are discussed and analyzed with the members of the SMPAC, as are the attainment of project objectives by the LEAs. Other aspects of the program, such as enrollment counts, services provided and dropouts are also discussed with the SMPAC.

c. The SEA will ensure that regular and summer programs and projects are implemented with the meaningful consultation and involvement of the parents of participating children through the procedures described in "1" above.

d. Each LEA proposal will include a measurable parent involvement objective. The activities designed to meet these objectives will encourage parents to become more actively involved in the educational process of their children. In many cases, this has and will continue to result in the adults seeking education for themselves. The ABE services will be cooperatively sought as a vehicle for providing literacy and other educational opportunities for parents.

12. Fiscal and Administrative Requirements

The SEA will ensure that operating agencies will comply with the following requirements for maintenance of fiscal effort, supplementation of non-Federal assistance and comparability of services:

a. The SEA, after reviewing the eligibility of LEAs for Chapter 1 grants, has determined that the areas in which children are to be served by the MCEP fulfill the requirement that state and local support for education has been maintained at 90 percent or more of the level of the second preceding year, as indicated by data submitted by each of the participating LEAs.

b. The SEA, prior to its approval of a local project, reviews the state and locally funded services migratory children will receive and determines that except as provided by Section 1018(d), Chapter 1 MEP funds will be used to supplement and not supplant those state and local funds for which migrant children qualify as students and residents of that school district.

c. The SEA, prior to its approval of a local project, reviews the state and locally funded services migratory children will receive and determines that taken as a whole, the state and locally funded services available for migratory children, when they can be served, are comparable to those provided at the same time for nonmigratory children.

13. Use of Funds

a. The SEA will use Chapter 1 Administrative funds to defray costs of administering the Chapter 1 MEP.

1) Paying a portion of the salaries for the State Migrant Program Director, two Education Program Specialists, one Accounting clerk and one Grants Management clerk to perform the following administrative functions:

- prepare SEA's monitoring and the MCEP State Plan.
- design, publish and distribute the application and the performance and evaluation forms.
- review of applications, amendments and reports from LEAs.
- monitor LEA Migrant Education Projects for fiscal compliance.
- maintenance and control of MEP funds and accounting procedures.

2) Paying a portion of the employees' fringe benefits, processing costs and State Risk Management Insurance. The Chapter 1 program director for the state will coordinate with the MEP in the determination of comparability and maintenance of effort.

b. The SEA will use MEP funds to pay for the cost of functions which are carried out at the state level and which are unique to the Chapter 1 MEP including:

- the operation of the MSRTS.
- statewide ID&R activities.
- facilitation and coordination of in-service training to be provided by the SEA and the State-Wide Services Project to teachers, aides, support personnel and parents.
- coordination of interstate programs and projects with state and local projects.
- processing of reports submitted by operating agencies to the SEA.
- maintaining inventories of equipment and property approved for purchase.
- coordinating local projects with other public and private agencies.
- monitoring of LEA Migrant Education Projects for program compliance.
- providing technical assistance to LEAs.
- negotiation and award of contracts.
- evaluation activities other than the designing of report forms and preparation of the SEA's evaluation report to the USDE.
- printing, publishing and disseminating the state plan and the end-of-the-year performance and evaluation reports.

c. The SEA will ensure that Chapter 1 Migrant Education Program funds will be used only to meet the allowable costs incurred by the SEA and its subgrantees by:

- requiring quarterly and final financial reports to account for expenditures.
- monitoring on-site to determine compliance with financial expenditures as described in the state approved applications.
- requiring fiscal and compliance audits on a regularly scheduled basis.
- review and control of monthly budget summaries that indicate activities for which Chapter 1 Administrative funds are expended.
- documenting activities assigned each staff member.
- regularly reviewing staff development plans, evaluations and workload plans.

Section B - Program Plan—Local Projects

1. Ensuring Compliance

To ensure that LEAs' applications are approved only if they comply with the requirements of the applicable regulations and provisions of the state plan, the SEA:

- uses a comprehensive standard application which an authorized school official signs to certify compliance.
- requires each LEA to submit an ADE developed statement of assurances, also signed by an authorized school official.
- uses standardized instruments for monitoring each local project on-site.

Both the standard application and monitoring instruments encompass detailed requirements of applicable regulations and provisions of the state plan.

2. Proper Use of Funds

The SEA uses the following procedure to determine the amount of each subgrant so as to ensure that, on a statewide basis, currently migratory children have priority for service.

a. The SEA uses a needs-based formula which includes an amount reflecting a proportion of migrant funds earned for the state by the LEA, coupled with an amount based on the needs of the migrant children in the LEA.

   1) Each LEA must assure in its' application to the SEA that currently migratory children ages 3 to 21 will be given priority for service. The MSRTS FTE reports are used by the SEA to determine the number of formerly migratory students enrolled by an LEA as compared to the number who are currently migratory.

   2) The application review process is also used by the SEA to adjust LEA funding levels to amounts which are justified by actual services to be provided according to determined student needs.

   3) On-site monitoring visits are used by the SEA to ensure compliance with this requirement.

b. To ensure that Chapter 1 MEP funds are not used to provide services to migratory children that are available from other sources, the SEA requires each LEA to describe in its' application how it has coordinated services with other sources. When no other sources exist, then LEAs may use MEP funds to supplement the needs of migratory children.

3. Size, Scope and Quality

To ensure that the size, scope and quality of funded LEAs will be sufficient to give reasonable promise of substantial progress towards meeting the special educational needs of migratory children being served, the SEA uses the following:

a. In order to implement an effective migrant project of sufficient size, scope and quality, a LEA must have 25 or more migrant students to establish a new project. When geographic and local conditions warrant, extensions of existing projects may be allowed to serve smaller groups.

b. To ensure that funded local projects are of sufficient size, scope and quality, the SEA requires that an annual assessment of needs be conducted by each LEA and that the selection of participants be based on migrant children who have the greatest need for special assistance.

c. A-128 audits and on-site monitoring visits to each LEA by the SEA are used to ensure compliance with this requirement.

4. Parental Involvement and Consultation With Teachers

The following requirements and procedures are used by the SEA to ensure that a local MPAC is established for every regular school year project and the LEA plans and involves the MPAC through meaningful consultation and involvement of parents of the children to be served.

a. The SEA ensures parental involvement by use of the application development, the application review, the application approval process and the monitoring process. Every LEA is required to establish an MPAC with the majority of members being migrant parents. The name and address of each council member must be included in the LEA's application before approval is given. The application includes an assurance signed by a LEA official that it has established an MPAC. Documentation of meaningful consultation and involvement of parents in project design and implementation is checked during the SEA's on-site monitoring visits to the LEAs.

b. The SEA requires that each LEA project application include a description of how the project has been designed and will be implemented in consultation with teachers, including early childhood education professionals and librarians, when appropriate. Teachers at the LEA level are consulted in the planning of migrant instructional services through teacher referral forms and LEA migrant staff/teacher meetings. There is also ongoing consultation between teachers and migrant staff during the regular school year in planning MEP services. The SEA checks for documentation on teacher consultation and involvement during on-site monitoring visits.

5. Coordination of Services and Instruction

   a. The SEA requires each operating LEA to give a description in its project application of how it is going to assure that every migrant child will participate in regularly provided state and local programs. One of the assurances of the standard application pertains to this requirement and the SEA checks for this during its on-site monitoring visits to the LEAs.

   b. The description that the LEA provides in "a" above must also tell how the services provided with migrant program funds are going to be coordinated with all federal and state supplemental programs on the same basis as nonmigratory children. Information regarding program services to which migrant children are entitled is disseminated by the SEA to each operating LEA project. Documentation showing that migrant program services have been coordinated with other program services is examined during on-site monitoring visits to the LEAs.

   c. The SEA has and will continue to require operating LEAs to coordinate, when possible, their parental involvement components with programs under the Adult Education Act.

6. Complaint Resolution

   Arizona's MCEP uses the complaint procedures set forth by the State Board of Education.

   R7-2-804. Compliance with Federal Statutes or Regulations

   A. This Rule prescribes procedures to be used in filing and processing written complaints alleging the failure of a public agency or school district to comply with Federal Statutes or regulations applicable to Federal education programs conducted and subject to Title 34, Code of Federal Regulations, § 76.780.

   B. The Arizona Department of Education (Department) shall accept and investigate complaints provided that the complaint:

      1. Is written and signed by the complaining party or his or her designated representative;

      2. Sets forth the facts forming the basis of the complaints; the facts set forth in the complaint, if true, could constitute noncompliance by a public agency or school district; and

      3. Contains a statement that the matters complained of have already been brought to the attention of the agency or school district Governing Board, and have not been resolved to the satisfaction of the complainant.

   C. Upon receipt of a complaint setting forth the criteria in B., the Department shall immediately begin an impartial review which may include on-site investigations. If in the course of the review it is determined that the nature of the complaint is not a matter of noncompliance, the complainant will be so informed and advised of appropriate means of resolving the complaint.

D. A written decision with specific findings shall be issued by the Department within 60 calendar days of receipt of the written complaint. If corrective action is required, such action shall be designated in the decision and shall include the time line for correction and possible consequences for continued noncompliance. A copy of the written decision shall be sent to the complaining party and the agency involved on or before the expiration of the 60-day period. An extension of this time line will be permitted only if exceptional circumstances exist with respect to a particular complaint.

E. If there appears to be a failure or refusal to comply with the applicable law or regulations, and if noncompliance or refusal to comply cannot be corrected or avoided by informal means, compliance shall be effected by the Superintendent and the State Board of Education by any means authorized by law or by rule and regulation. The Superintendent shall retain jurisdiction over the issue of noncompliance with the law or regulations and shall retain jurisdiction over the implementation of any corrective action required. However, nothing herein shall preclude the availability of an informal resolution between the complainant and the agency or school district involved, nor shall this Rule preclude the availability of any administrative hearing remedies to resolve such disputes or judicial review of such administrative remedies.

F. If, pursuant to an investigation by the Department, the Superintendent finds a failure to comply with applicable law or regulations, he or she shall so inform the agency or school district and compliance shall be obtained by informal means whenever possible. If corrective action is required, such action shall be designated in this decision and shall include the time lines for correction and the possible consequences for continued noncompliance.

G. A summary of each complaint received and investigated by the Department and the decision of the Superintendent shall be submitted annually to the State Board of Education for informational purposes only. Any personally identifiable information shall be deleted from the report to the State Board of Education.

H. The complainant may request the U.S. Department of Education to review the final decision of the Superintendent. The Department shall inform a complainant of the procedures for requesting a review by the U.S. Department of Education.

Arizona's MCEP uses the appeals procedure set forth by the State Board of Education:

R7-2-805. Education Division General Administrative Regulations

A. This Rule prescribes procedures to be used for appealing a decision by the Arizona Department of Education (Department) relating to Federal programs administered by the Department and subject to the Education Division General Administrative Regulations (EDGAR) Title 34, Code of Federal Regulations § 75 and 76.

B. A school district or public agency may request a hearing if it alleges that the Department violated a Federal statute or regulation by:

1. Terminating further assistance for an approved project;

2. Ordering, in accordance with a final state audit resolution determination, the repayment of misspent or misapplied Federal funds;

3. Disapproving or failure to approve the application or project in whole or in part;

4. Failing to provide funds in amounts in accordance with the requirements of statutes and regulations; or

5. Not approving the school district or public agency's proposal for funding.

C. When a school district or public agency requests a hearing, the Superintendent of Public Instruction (Superintendent) shall select a hearings/ appeals panel from Department staff other than those within the same division as the Federal program area under which the appeal arose.

D. Hearing Procedures:

1. An applicant must request a hearing by notifying the Superintendent, by certified mail, of its decision to appeal a decision as set forth in Subsection B of this Rule. If the applicant is or represents a school district, authorization to seek a hearing must come from the Governing Board of that school district.

2. The request for a hearing must set forth the nature of the complaint and the facts on which the complaint is based.

3. The applicant shall request a hearing within thirty (30) days of the date the notice of the Department action was sent. For purposes of this Rule, the date of notice by the Department is the date of sending notice of the Department action.

4. A hearing shall be scheduled before the appeal panel within thirty (30) days from the receipt of the request.

5. The appeals panel chairperson shall give at least ten (10) days notice of the hearing date to the complaint.

6. The parties may submit written materials no later than five (5) days prior to the hearing, such materials to consist of six copies.

7. At the hearing the parties may present evidence in writing and through witnesses and may be represented by counsel.

8. The length and order of the presentation may be determined by the appeals panel chairperson.

9. If the complainant or authorized representative fails to appear at the designated time, place and date of the hearing, the appeal shall be considered closed and the process terminated.

E. Decision:

No later than five (5) days after the hearing, the appeals panel shall forward to the Superintendent its recommendation relating to the school district or agency's request for review. Within ten (10) days after the hearings, the Superintendent shall issue his or her written ruling, including findings of fact and reasons for the ruling. If the Superintendent determines that the Department's action was contrary to the statutes and regulations that govern the applicable program, the Superintendent shall rescind the action.

F. Appeal:

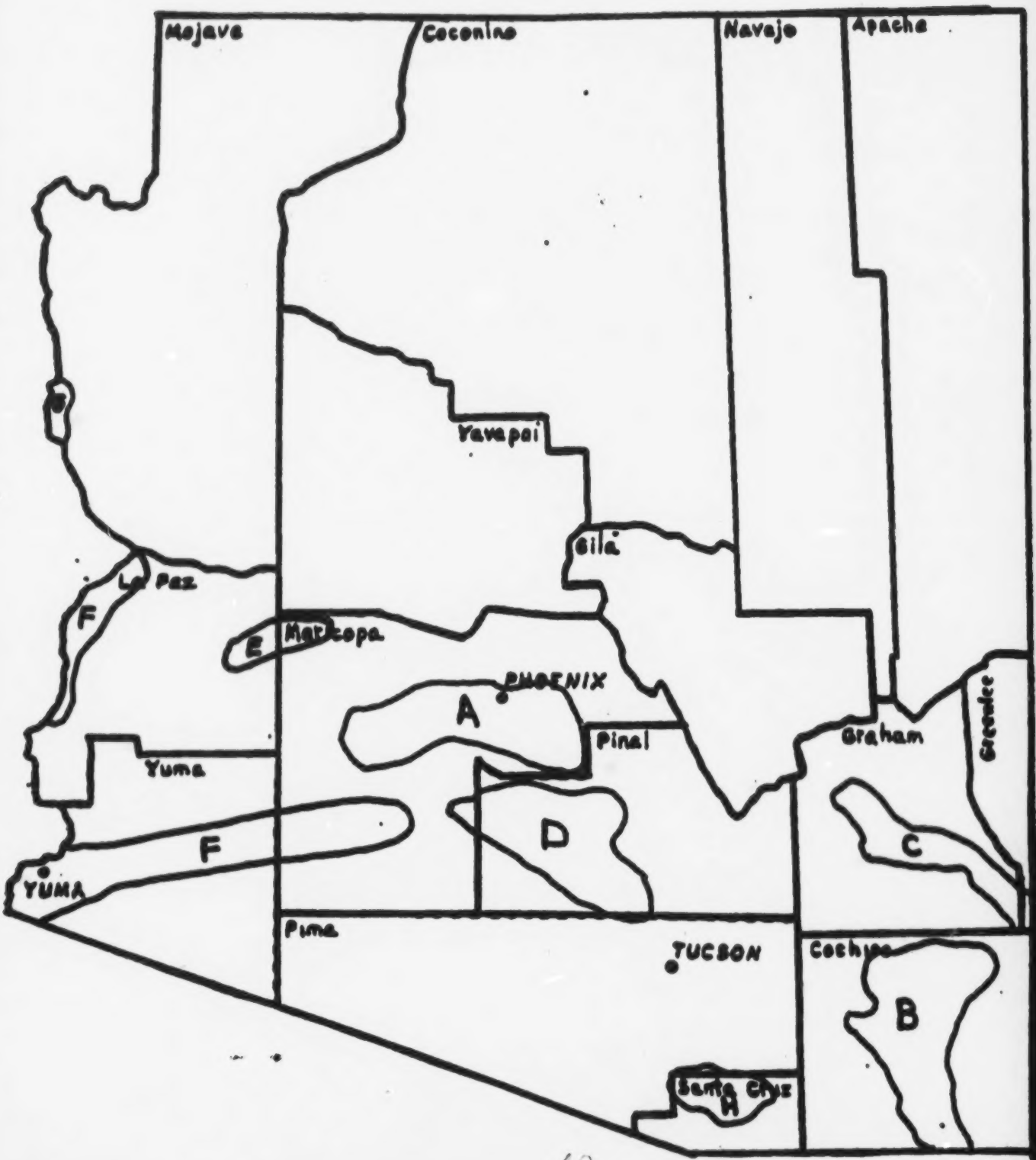
If the Superintendent does not rescind the Department action, the applicant shall file a notice of appeal with the U.S. Department of Education within twenty (20) days after the applicant has been notified by the Superintendent of his or her decision by certified mail.

G. State Board of Education submission. The Superintendent shall annually submit to the State Board of Education, as an informational item, summaries of all decisions including the findings of fact of hearing procedures conducted pursuant to this Rule for State Board of Education review.

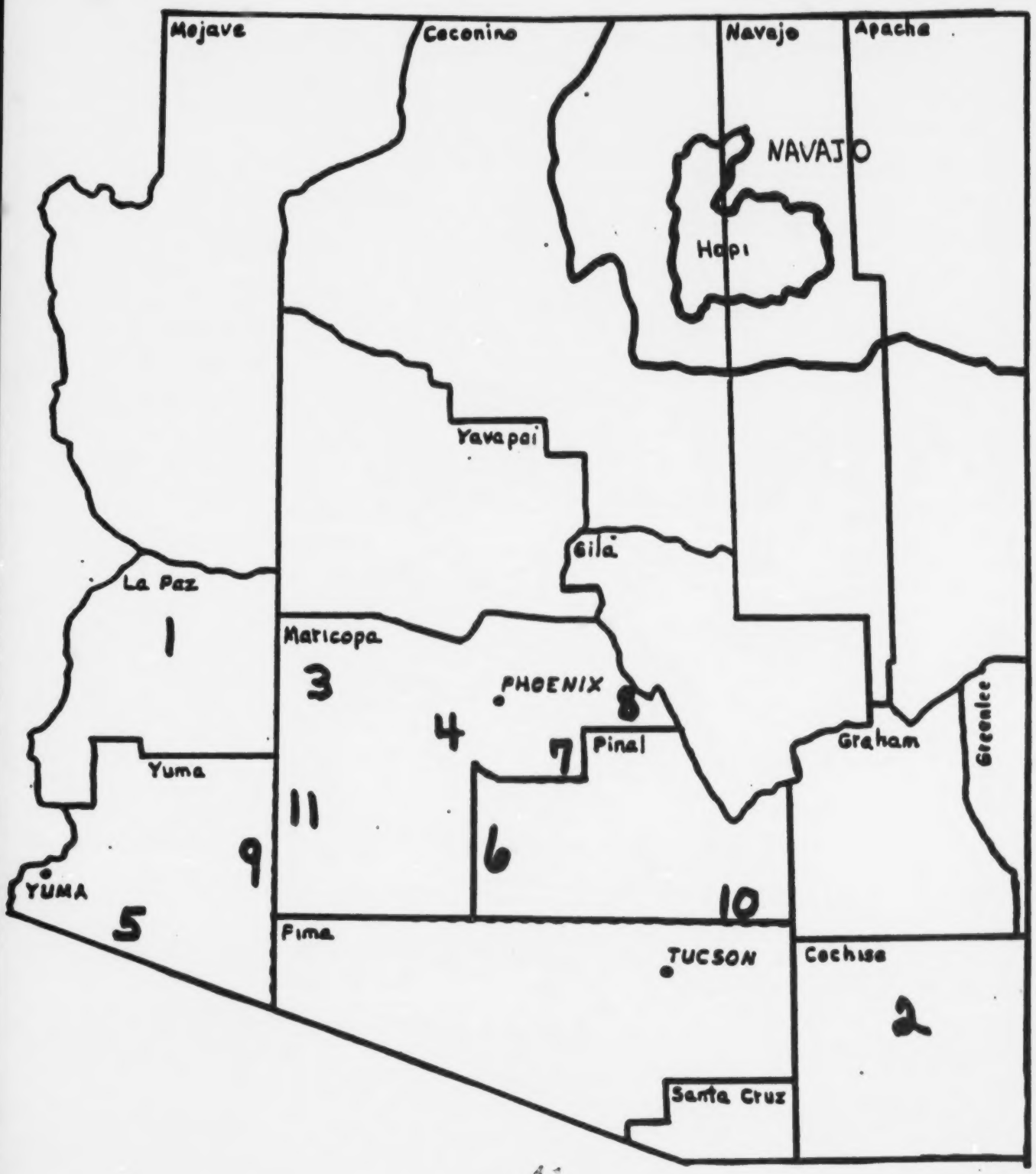
The Arizona Department of Education has on file with the U.S. Department of Education the "Certification Regarding Drug-Free Workplace Requirements-Grantees Other Than Individuals."

MAPS

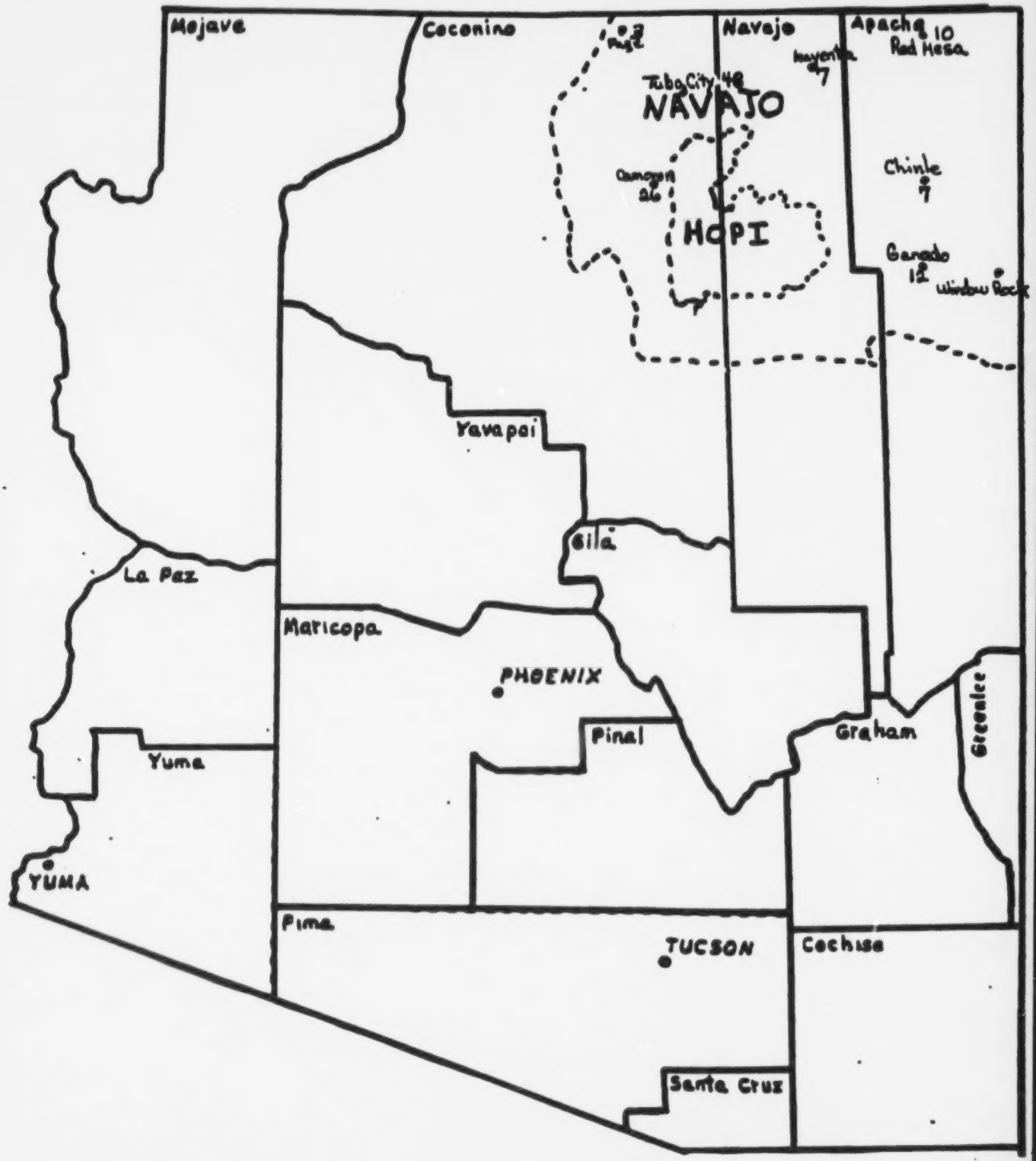
Location of agricultural activities that require use of migratory labor
5d(1)



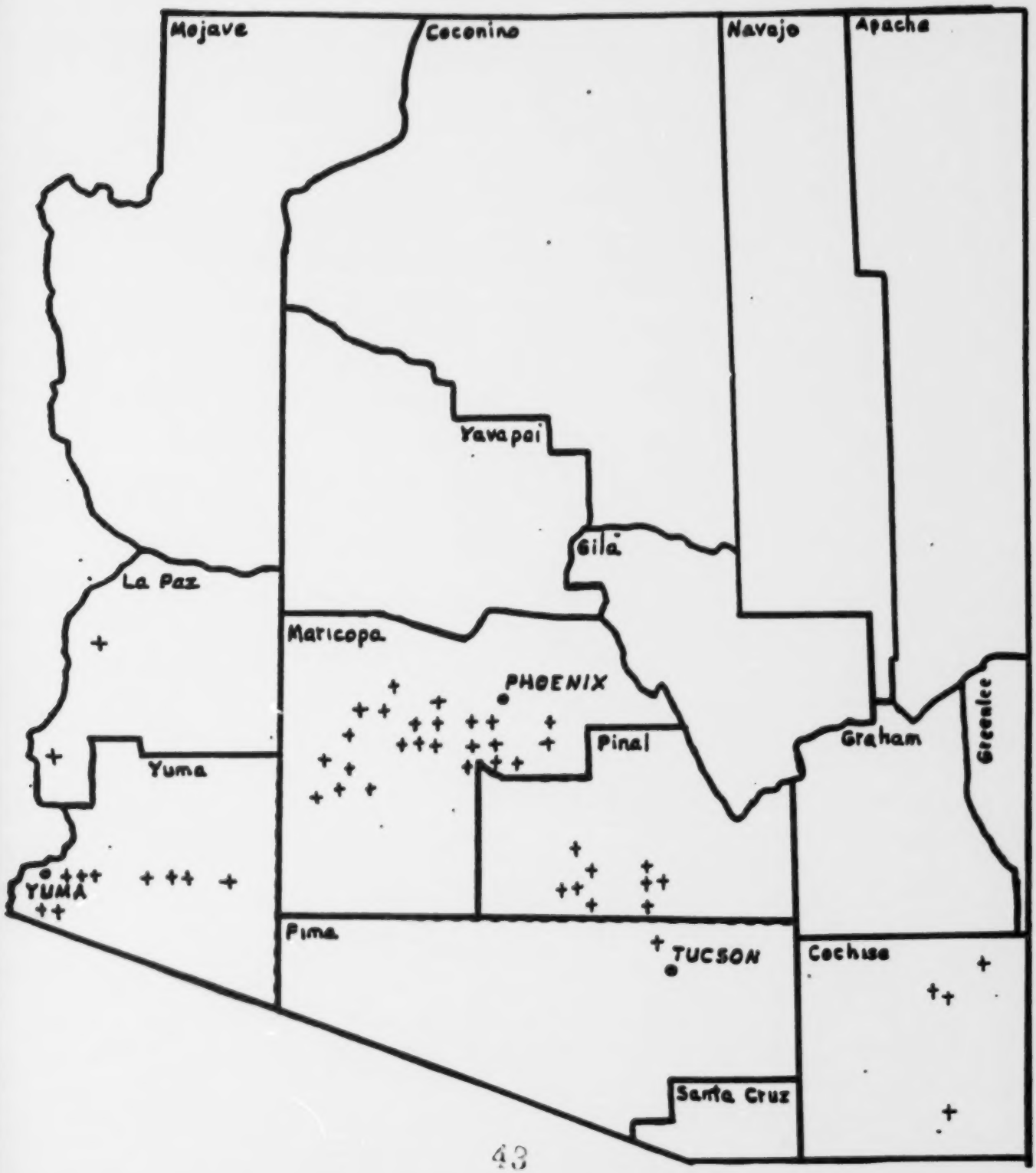
ID&R is conducted throughout the state through existing projects and will be conducted in northeastern Arizona. The numbers one through eleven represent the cluster groups as described on page 21.
5d(2)a



The sites and number of migrant students who have been identified in other states but not in Arizona through the 1992 MSRTS Missed Enrollment Report in northeastern Arizona.
5d(2)b



Location of Planned Projects 1993-94
7C



Map Attachment

Local migrant education projects are planned for operation in the following counties in the state:

Cochise County

Elfrida, Pearce and Ash Creek Elementary School Districts, Valley Union High School District, Willcox Unified and Douglas Unified School Districts

La Paz County

Parker Unified, Quartzsite Elementary and Bicentennial Union High School Districts

Maricopa County

Elementary School Districts		Unified School Districts	Union H.S. District
Aguila	Pendergast	Chandler	Buckeye
Arlington	Phoenix	Dysart	Phoenix
Avondale	Roosevelt	Mesa	Tolleson
Fowler	Tolleson	Peoria	Agua Fria
Glendale	Wilson	Queen Creek	
Issac			
Liberty			
Litchfield			
Littleton			
Murphy			

Buckeye, Ruth Fisher and Palo Verde Elementary Districts

Paloma Elementary and Gila Bend Unified Districts

Pima County

Marana Unified School District

Pinal County

Elementary School Districts	Unified School Districts	Union H.S. District
Casa Grande	Coolidge	Casa Grande
Eloy	Florence	Santa Cruz Valley
Stanfield	Maricopa	

Picacho, Red Rock and Mary C. O'Brien Elementary Districts

Yuma County

Elementary School Districts		Union H.S. Districts	County
Crane	Somerton	Antelope	Yuma
Gadsden	Wellton	Yuma	
Hyder	Yuma		
Mohawk Valley			

PART III -- TABLES and BUDGET NARRATIVES

Table A(1)

CHILDREN EXPECTED TO RESIDE IN THE STATE AND CHILDREN EXPECTED TO BE SERVED a/

AGRICULTURE

MIGRANT STATUS	AGE		GRADE LEVELS			TOTALS
	Below Age 3	3 Through 4	ELEMENTARY Grades K to 8	SECONDARY Grades 9 to 12	UNGRADED	
1	2	3	4	5	6	7
INTERSTATE						
Reside	1,078	672	5,297	2,051	248	9,346
Serve	52	277	4,442	1,903	30	6,704
INTRASTATE						
Reside	295	170	1,242	336	82	2,125
Serve	14	69	962	280	11	1,336
SUBTOTALS						
Reside	1,373	842	6,539	2,387	330	11,471
Serve	66	346	5,404	2,183	41	8,040
FORMERLY						
Reside	223	391	5,937	2,097	750	9,398
Serve	21	170	4,204	1,579	276	6,250
TOTALS						
Reside	1,596	1,233	12,476	4,484	1,080	20,869
Serve	87	516	9,608	3,762	317	14,290

a/ "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

Table A(3)

CHILDREN EXPECTED TO RESIDE AND
CHILDREN EXPECTED TO BE SERVED a/
IN THE STATE BY AGE GROUPS

REGULAR SCHOOL

MIGRANT STATUS	AGE AT THE BEGINNING OF THE SCHOOL YEAR					TOTALS
	Below Age 3	3 Through 4	5 Through 12	13 Through 17	18 Through 21	
1	2	3	4	5	6	7
INTERSTATE						
Reside	1,084	941	4,634	2,504	233	9,396
Serve	51	444	3,762	2,204	176	6,637
INTRASTATE						
Reside	297	239	1,085	432	69	2,122
Serve	14	108	800	337	47	1,306
SUBTOTALS						
Reside	1,381	1,180	5,719	2,936	302	11,518
Serve	65	552	4,562	2,541	223	7,943
FORMERLY						
Reside	221	661	5,107	2,677	658	9,324
Serve	19	316	3,376	1,766	427	5,904
TOTALS						
Reside	1,602	1,841	10,826	5,613	960	20,842
Serve	84	868	7,938	4,307	650	13,847

a/ "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

Table A(4)

CHILDREN EXPECTED TO RESIDE AND CHILDREN EXPECTED TO BE SERVED a/ IN THE STATE BY AGE GROUPS

SUMMER SCHOOL

MIGRANT STATUS	AGE AT THE BEGINNING OF THE SUMMER TERM					TOTALS
	Below Age 3	3 Through 4	5 Through 12	13 Through 17	18 Through 21	
1	2	3	4	5	6	7
INTERSTATE						
Reside	17	202	2,158	548	20	2,945
Serve	8	85	606	138	7	844
INTRASTATE						
Reside	4	53	451	103	3	614
Serve	0	33	133	23	0	189
SUBTOTALS						
Reside	21	255	2,609	651	23	3,559
Serve	8	118	739	161	7	1,033
FORMERLY						
Reside	11	265	4,922	1,378	78	6,654
Serve	9	147	1,265	216	24	1,661
TOTALS						
Reside	32	520	7,531	2,029	101	10,213
Serve	17	265	2,004	377	31	2,694

a/ "Served" means to receive academic and support services provided in whole or in part with MEP funds, except those related to identification and recruitment of migrant children, up to the point of entry into the Migrant Student Record Transfer System.

TABLE B

STATE EDUCATIONAL AGENCY BUDGET SUMMARY a/

OBJECT CLASS CATEGORIES	FEDERAL FUNDING AMOUNTS	
	Chapter 1 Administrative Funds b/	Chapter 1 Migrant Education Program Funds c/
1	2	3
1. SEA ACTIVITIES		
a. Personnel	41,090.	199,150.
b. Fringe Benefits	10,273.	49,538.
c. Travel		12,000.
d. Equipment		
e. Supplies		10,000.
f. Contractual		141,000. *
g. Construction		
h. Other	6,653.	38,140.
i. Total Direct Charges (a - h)	58,016.	449,828.
j. Indirect Charges	8,703.	49,474.
k. Total (i + j)	66,719.	499,302.
2. LEA ACTIVITIES	xxxxxxxxxxxxxxxxxxxx	$ 6,523,170.
3. TOTAL BUDGET (Sum k + 2) a/	xxxxxxxxxxxxxxxxxxxx	$ 7,022,472.

*Indirect charges calculated without $119,000 for student accident insurance.

a/ Include in this table:

1. The allocation of funds for the next program year: $6,672,472.
2. The estimated carryover of funds from the current program year: 350,000.
3. Total budget: $7,022,472.

b/ Chapter 1 Administrative funds assigned specifically for the Administration of the Migrant Education program.

c/ Column 3 should include the allocation of funds for the next program year and the estimated carryover of funds from the current program year.

ATTACHMENT TO BUDGET SUMMARY TABLE B

Items included on line "h. Other" of the Budget Summary:

Rent	12,946.
Conference Expense	8,000.
Education/Training/Registration Fees	500.
Insurance—State Risk Management	10,417.
Maintenance—Contract	300.
Outgoing Shipments	80.
Postage	3,000.
Printing	800.
Quick Copy (Duplicating)	1,200.
Stipends/Lectures	500.
Subscriptions	100.
Telephone	6,000.
Other Internal Charges	500.
Misc. Operating	450.
TOTAL	$ 44,793.*

* $6,653 to be paid with Chapter 1 Administrative Funds

TABLE C

SEA STAFF POSITIONS AND FUNDING SOURCE

Position	Migrant Program Funds		Chapter 1 Administrative Funds		Total Percent Time in the MEP a/
	Salary	Percent Time	Salary	Percent Time	
1	2	3	4	5	6
State Program Director	32,401.	.80	8,100.	.20	100%
Program Specialist	34,487.	.76	11,162.	.24	100%
Program Specialist	20,721.	.65	11,158.	.35	100%
Program Specialist	44,843.	1.00			100%
Program Specialist	31,879.	1.00			100%
Administrative Secretary	16,531.	1.00			100%
Administrative Assist. I	18,288.	.75	6,096.	.25	100%
Administrative Assist. II			4,574.	.20	20%
TOTALS	199,150.	xxxxxxx	41,090	xxxxxx	xxxxxxxxxxxx

a/ The percentage of time reported in Column 3 plus the percentage of time reported in Column 5 must equal the percentage of time reported Column 6.

Budget Narrative - Table C

State Program Director Is responsible for the (a) preparation of the Annual State Plan, the Annual Evaluation of the State program, and of the State Monitoring Plan; (b) implementation of all phases of the statewide MCEP, of the MSRTS, and of the SMPAC; (c) supervision of the migrant staff at the state level, the State-Wide Services Project, and the Arizona PASS program; (d) maintenance of inventory control of all migrant purchased equipment; (e) disbursement of all Chapter 1 MEP funds at the state level, and of fund accounting procedures; (f) supervision of the process for reviewing all LEA applications and amendments for regular and summer projects, and of the process for reviewing, analyzing and disposition of LEA reports; (g) supervision of all LEA on-site monitoring activities; (h) provision of technical assistance to operating LEAs; (i) design and dissemination of program forms and instructions to LEAs; (j) participation in interstate and intrastate activities including out-of-state meetings, conferences, etc.; (k) negotiation and awarding of contracts when needed; (l) development and supervision of staff development and training of teachers, aides and parents; (m) submission of required reports to the ADE and to USDE; and (n) correspondence and inquiries regarding the MEP.

Program Specialist Two Program Specialists assigned at the State level are responsible to the State Program Director for a group of assigned LEAs to: a) review LEA applications and amendments for regular and summer projects; b) oversee disbursal of Chapter 1 MEP funds; c) recommend approval of Capital Outlay and oversee the maintenance of inventory; d) monitor LEAs on-site for compliance; e) provide technical assistance and respond to inquiries. In addition they will both participate as appropriate in a) interstate and intrastate activities; b) negotiate and award contracts when needed; and c) assist with staff development and training activities for teachers, aides, parents and others. One of the specialists will also be responsible in particular for a) implementation of MSRTS within the state, b) data gathering for and preparation of SEA and USDE required reports as well as acting as LAN administrator for the unit's computer system; c) the evaluation and program improvement activities. The other of these two specialists will be responsible for: a) Arizona's Migrant Student Accident Insurance Program; b) the Director's designee to the SMPAC; and c) responsibilities in the SEA in the absence of the Director.

Two additional Specialists assist the Director in: a) coordinating program development activities; b) assisting projects in determining needs and designing program services; c) providing resources to facilitate parental involvement; and d) coordinating with other federal and state education and support programs. One of these specialists will take particular responsibility for: a) developing and implementing statewide recruitment efforts; b) reinterviewing a sample of parents to ensure ID & R accountability; c) gathering parental input for the state and local needs assessments; d) implementation of the SMPAC activities; e) coordination with non-instructional agencies. The other Specialist will take particular responsibility for a) development and review of preschool activities including the Migrant Even Start project(s); b) development and implementation of out-of-classroom service models; and c) coordination of activities with instructional entities and programs to effect greater participation for migrant students.

All four specialists may be assigned other activities by the Director as needed to assist SEA or LEAs in improving program services for students.

Administrative Assistant I Works directly with the State Program Director and Program Specialists. Responsibilities include: (a) logging in and assigning project numbers to incoming projects; (b) preliminary review of LEA projects and amendments for correct computations and completeness, route applications and amendments for final signature of the State Superintendent; (c) perform secretarial duties for state migrant staff, compose and type forms, letters, etc., as needed; (d) make preparations for interstate and intrastate coordination activities for migrant staff; e) maintain computer data base of SEA and LEA fiscal and personnel information; f) maintain inventory of all Migrant purchased capital outlay items and (g) supervise support staff activities.

Administrative Secretary Assist personnel of the MCEP Unit at the state level: (a) type and/or compose letters, forms, etc.; (b) maintain file of projects, amendments, correspondence and reports; (c) answer the telephone and take messages for the migrant staff; (d) make reservations, appointments, etc., for the Migrant staff and (e) type agendas, send out notices of meetings, perform all other assigned clerical duties.

Administrative Assistant II Responsible for: (a) monitoring Chapter 1 MEP applications from the LEAs to ensure that there is on file with the SEA, a General Statement of Assurance for every LEA applying for federal funding; (b) inspecting monthly payment schedules of federal funds to LEAs to confirm that amounts are accurate and within guidelines for federal/state program regulations; (c) reviewing and controlling of federal/ state grants; (d) auditing completion reports (Annual Financial Statements) to ensure compliance with program regulations, Arizona state laws, the Uniform System of Financial Records, the Uniform Code of Federal Regulations and approved budgets and to ensure that budget line items on completion reports agree with those presented on the final approved budget; (f) type agendas, send out notices of meetings, etc.; e) designing, developing and implementing the program for monitoring and evaluation of the Federal Cash Management System and (f) controlling indirect cost claims by auditing claims submitted by 15 different County School Superintendents' offices.

TABLE D

STATE PLAN BUDGET SUMMARY
(Migrant Education Program Funds Only)

PART I

Identification and Recruitment and MSRTS

SEA and LEA (Subgrantee) Budget For: a. Identification and Recruitment a/	$ 397,848.
b. MSRTS b/	504,605.
c. Total	902,453.

PART II

Instructional Services, Support Services and Subgrantee Administration

1. LEA (Subgrantee) Budget For:	
a. Instructional Services	4,566,867.
b. Support Services: 1. Health	137,714.
2. Guidance and Counseling	188,815.
3. Nutrition	3,375.
4. Parental Activities c/	62,638.
5. Other	253,726.
c. Administration (Subgrantee)	407,582.
2. Total	$5,620,717.

a/ Costs to be shown under identification and recruitment include those costs related to the identification and recruitment of migratory children up to the point of entry into the MSRTS at both SEA and local operating agency levels.

b/ Costs to be shown under MSRTS include all those costs associated with the Migrant Education Program in entering data into the MSRTS and all costs involved in extracting, analyzing, or studying data from the MSRTS at both the SEA and local operating agency levels.

c/ Parental Activities include costs associated with the Parent Advisory Committee.

OMB Approval No. 0348-0040

ASSURANCES — NON-CONSTRUCTION PROGRAMS

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project costs) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§ 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the nineteen statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§ 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. § 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§ 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. 290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply with the provisions of the Hatch Act (5 U.S.C. §§ 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§ 276a to 276a-7), the Copeland Act (40 U.S.C. § 276c and 18 U.S.C. §§ 874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.

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10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program andto purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§ 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. § 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§ 1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§ 4801 et seq.) which prohibits the use of lead based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act of 1984.

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
C Diane Bishop	Superintendent of Public Instruction
APPLICANT ORGANIZATION	**DATE SUBMITTED**
Arizona Department of Education	4/2/93

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 –

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about –

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will –

(1) Abide by the terms of the statement; and

(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;

(e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3),

Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant;

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted--

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (Street address, city, county, state, zip code)

_____

_____

_____

Check ☐ if there are workplaces on file that are not identified here.

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 --

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Arizona Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
C. Diane Bishop, Superintendent of Public Instruction	
SIGNATURE	DATE
C Diane Bishop	4/2/93

ED 80-0013, 6/90 (Replaces ED 80-0008, 12/89; ED Form GCS-008, (REV. 12/88); ED 80-0010, 5/90; and ED 80-0011, 5/90, which are obsolete)

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion – Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion—Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

NAME OF APPLICANT	PR/AWARD NUMBER AND/OR PROJECT NAME
Arizona Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
C. Diane Bishop, Superintendent of Public Instruction	
SIGNATURE C Diane Bishop 53	DATE 4/2/93